

Continuous Improvement for Governing Teams

# Participant Manual

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Lone Star Governance



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## Legal Notice

### Section 551.001(4)(B) of the Government Code

The Open Meetings Act, excludes from the definition of a meeting, “the attendance by a quorum of a governmental body at a regional, state, or national convention or workshop . . . , if formal action is not taken and any discussion of public business is incidental [to the workshop.]”



This section permits members of a governmental body to participate in regional workshops held outside the governmental body's jurisdiction if the members do not take final action or deliberate regarding public business. Therefore, although board members are encouraged to ask questions during this workshop, the questions must be limited to clarification of the content of the workshop, not an attempt to obtain guidance or legal advice regarding circumstances specific to pending or future board matters.



Further, board members are cautioned not to discuss over meals or on the ride home anything that could be construed as deliberation of a current or future board action item. Attendance at this workshop does not relieve board members of their responsibility to ensure compliance with the Open Meetings Act.

### Additional Guidance

For additional guidance regarding the Open Meetings Act, please consult the Open Meetings Handbook from the Office of the Attorney General at [https://texasattorneygeneral.gov/files/og/OMA\\_handbook\\_2016.pdf](https://texasattorneygeneral.gov/files/og/OMA_handbook_2016.pdf) and/or contact your board's legal counsel.

## Workshop Details

### Lone Star Governance Intention

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective:

## Improving Student Outcomes.

Lone Star Governance accomplishes this intense focus through tailored execution of the five points of the Texas Framework for School Board Development:



Vision



Accountability



Structure



Unity



Advocacy

In addition to Lone Star's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the Board.

## Workshop Intention

The intention of the Lone Star Governance 2-Day Workshop is to create a supportive space in which governing teams can learn about and can prepare for the intense focus on improving student outcomes as described by the Lone Star Governance implementation fidelity instrument.

As a result of participating in the workshop, Trustees and Superintendents will be able to:

**1**  
Distinguish between inputs,  
outputs and outcomes

**2**  
Distinguish between formative  
and summative assessment

**3**  
Distinguish between  
program evaluation and  
performance evaluation

**4**  
Understand the concepts of  
student outcome goals  
and constraints

**5**  
Effectively monitor  
student outcomes

**6**  
Effectively hold the  
superintendent accountable for  
improving student outcomes





**7**  
Draft a Lone Star Governance  
implementation timeline

## Workshop Agenda

The workshop is a conversation about governance behaviors that improve student outcomes and it draws from governance-related research as well as promising practices from the participants' respective experiences. The underlying belief is that leadership matters; that leaders' choices have the power to be transformative in the lives of our students. The workshop is about governance behaviors that exemplify this belief.



### Day One

*Approx times:*

		9:00 AM - 6:00 PM
	<b>Vision</b>	9:00 AM - 12:00 AM
	<b>Lunch</b> (Not Provided by TEA)	12:00 PM - 1:00 PM
	<b>Vision</b> (continued)	1:00 PM - 2:00 PM
	<b>Accountability</b>	2:00 PM - 6:00 PM

### Day Two

*Approx times:*

		9:00 AM - 6:00 PM
	<b>Structure</b>	9:00 AM - 12:00 PM
	<b>Lunch</b> (Not Provided by TEA)	12:00 PM - 1:00 PM
	<b>Structure</b> (continued)	1:00 PM - 2:00 PM
	<b>Unity</b>	2:00 PM - 4:00 PM
	<b>Advocacy</b>	4:00 PM - 6:00 PM

## Day One Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The paper is divided into three equal-width vertical sections by two faint vertical lines. Each section contains ten horizontal lines, creating a grid-like structure for writing or drawing. The lines are evenly spaced and extend across the width of each column.



[illegible]

## Day Two Notes

[illegible]

[illegible]

## Appendices

- **Continuous Improvement Timeline**
- **Implementation Fidelity Instrument**
  - Recommended Reading
  - Board Time Use Tracker
  - Quarterly Report
- **Sample AE (local)**
- **Sample AE (exhibit)**
  - Sample Student Outcome Goals
  - Sample Constraints
  - Sample Monitoring Calendar
- **Sample Goals, Constraints, Progress Measures**
- **Sample Evaluation and Cost Templates**
- **Workshop Pre/Post Evaluations**



## Continuous Improvement Timeline

Baseline Quarter			
<b>Period</b> Oct / Nov / Dec 2016	<b>Submission</b> January 27, 2017	<b>Goal</b> Set Baseline	
2017			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Period</b> Jan / Feb / Mar 2017	<b>Period:</b> Apr / May / Jun 2017	<b>Period:</b> Jul / Aug / Sep 2017	<b>Period:</b> Oct / Nov / Dec 2017
<b>Submission Date:</b> April 28, 2017	<b>Submission Date:</b> July 28, 2017	<b>Submission Date:</b> October 27, 2017	<b>Submission Date:</b> January 26, 2017
<b>Goal:</b> +25 points or 90%	<b>Goal:</b> +20 points or 90%	<b>Goal:</b> +15 points or 90%	<b>Goal:</b> +15 points or 90%
2018			
Quarter 1	Quarter 2		
<b>Period</b> Jan / Feb / Mar 2018	<b>Period:</b> Apr / May / Jun 2018		
<b>Submission Date:</b> April 27, 2018	<b>Submission Date:</b> July 27, 2018		
<b>Goal:</b> +15 points or 90%	<b>Goal:</b> 90%		

## Implementation Fidelity Instrument



### Implementation Fidelity Instrument

The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored execution of the five points of the Texas Framework for School Board Development, as adopted by the Texas State Board of Education: Vision, Accountability, Structure, Unity, and Advocacy. In addition to Lone Star's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the Board.

## VIS1

Please check  
the appropriate  
box. →

**Not Meeting Focus**



0

## Beginning Focus



1

## Approaching Focus



4

## Meeting Focus



12

## Mastering Focus



15

All Trustees have committed the vision and student outcome goals to memory and know, at all times, the current status of each student outcome goal.

VIS2		The Board has adopted goal progress measures (GPMs) aligned to each student outcome goal.									
Please check the appropriate box. →	<b>Not Meeting Focus</b> ! 0	<b>Beginning Focus</b> 🚩 1	<b>Approaching Focus</b> ➡ 4	<b>Meeting Focus</b> ✓ 12	<b>Mastering Focus</b> 🏆 15						
	<p><i>The Board is not demonstrating focus if any of the following conditions are true:</i></p> <p>The Board does not have <b>goal progress measures</b> (GPMs) -- specific graph-plottable indicators used to determine if the goal has been met or not.</p>	<p><i>The Board is beginning the journey toward focus if all of the following conditions are true:</i></p> <p>The Board has Board-adopted GPMs for each student outcome goal.</p> <p>The Superintendent owned the GPM development process while working collaboratively with the Board.</p>	<p><b>And...</b></p> <p>Each GPM includes a baseline, a target, a population, and a deadline. (e.g. "Percent and/or number of [population]'s [measure] currently at [baseline], will be [target] by [deadline]" or "Percent of students completing algebra by the end of 9th grade will grow from [baseline] to [target] by [deadline]" )</p> <p>The deadline for each GPM to reach target is no more than 5 years away.</p> <p>The Board has adopted an annual target for each GPM in addition to its deadline target.</p> <p>The Board has adopted no fewer than 1 and no more than 3 GPMs for each student outcome goal.</p>	<p><b>And...</b></p> <p>The GPMs are all student outcomes or student outputs (as distinct from adult inputs, adult outputs, and student inputs).</p> <p>There is agreement by the Board and Superintendent that the GPMs are all SMART.</p> <p>There is agreement by the Board and Superintendent that the GPMs are all predictive of their respective student outcome goals, and are influenceable by the Superintendent.</p>	<p><b>And...</b></p> <p>Students, families, teachers, and community members were involved in the GPM development process in such a way that there is broad community acceptance of the Board's GPMs.</p>						








VIS3	The Board has adopted a vision for what student outcomes will be and has adopted constraints aligned with that vision.										
Please check the appropriate box. →	Not Meeting Focus !	0	Beginning Focus 🚩	1	Approaching Focus ➡	3	Meeting Focus ✓	9	Mastering Focus 🏆	10	
	<i>The Board is not demonstrating focus if any of the following conditions are true:</i>		<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>		<b>And...</b>  Each constraint describes a single operational action or class of actions the Superintendent may not use or allow. (e.g. “Do not allow hiring criteria at IR campuses to require less than 2 years of in-role experience and/or demonstrated effectiveness at improving student outcomes” or “Do not allocate funds in a manner that disadvantages students in IR campuses”)			<b>And...</b>  There is agreement by the Board and Superintendent that the constraints are all <b>SMART</b> .  Separate from the constraints on the Superintendent’s authority, the Board has adopted 3 to 5 self-constraints on its own behavior and self-evaluates against one of them each month.		<b>And...</b>  References to research that suggests alignment with the vision is cited for constraints where appropriate.  The Board has adopted one or more <b><i>theories of action</i></b> -- a high level strategic constraint with which inputs and outputs must be aligned -- in AE to drive overall strategic direction, and research has been cited for each theory of action.  Students, families, teachers, and community members were involved in the vision and constraint development process in such a way that there is broad community acceptance of the Board’s vision and constraints.	
	The Board does not have a vision.  The Board does not have <b>constraints</b> -- specific prohibitions on Superintendent authority.		The Board has a Board-adopted vision statement.  The Board has Board-adopted constraints.  The Board owned the vision development process while working collaboratively with the Superintendent.  The Board owned the constraint development process while working collaboratively with the Superintendent.  The Board has adopted no fewer than 1 and no more than 5 constraints.								





# TEXAS FRAMEWORK: ACCOUNTABILITY

ACC1	The Board invests at least half of its time focusing on its vision, student outcome goals, and constraints.									
Please check the appropriate box. →	<b>Not Meeting Focus</b> 	0	<b>Beginning Focus</b> 	1	<b>Approaching Focus</b> 	4	<b>Meeting Focus</b> 	12	<b>Mastering Focus</b> 	15
	<i>The Board is not demonstrating focus if any of the following conditions are true:</i>		<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>		<b>And...</b>		<b>And...</b>		<b>And...</b>	
	<p>The Board does not have student outcome goals, GPMs, constraints, CPMs, or targets.</p> <p>The Board does not have a <b>monitoring calendar</b> -- a schedule that describes which student outcome goal(s) will be monitored during which months.</p> <p>The Board does not track in minutes its use of time in <b>Board-authorized public meetings</b> -- which includes, but is not limited to, Board meetings, Board workshops, Board committees, Board hearings, or any public meeting authorized by the Board or Board president. [ Statutorily required tax rate, grievance, FIRST, and accountability hearings are exempted from this definition. ]</p>		<p>The Board has a Board-adopted monitoring calendar.</p> <p>The Board has received a <b>monitoring report</b> with 1) the student outcome goal being monitored, 2) the measures showing the previous three reporting periods, the current reporting periods, and the annual and deadline targets 3) the Superintendent's evaluation of performance (compliant, partially compliant, non-compliant), and 4) supporting documentation that evidences their evaluation of performance or that describes needed corrective actions.</p> <p>The Superintendent led the monitoring calendar process while working collaboratively with the Board.</p>		<p>No more than two student outcomes goals are monitored per month.</p> <p>Every student outcome goal is monitored at least four times per year.</p> <p>The Board's monitoring calendar spans at least 18 months.</p> <p>Of the total minutes spent in Board-authorized public meetings, no fewer than 25% are invested in either setting student outcome goals and constraints, or <b>monitoring progress measures</b> -- a process that requires the Board to have adopted student outcomes goals / GPMs / constraints / CPMs / targets / monitoring calendar (all as defined above), and that the Board has received the monitoring report indicated on the calendar, discussed it, and voted to accept or not accept the monitoring report.</p>		<p>Of the total minutes spent in Board-authorized public meetings, no fewer than 33% are invested in monitoring student outcome goals.</p>		<p>The Board's monitoring calendar spans through the Board's student outcome goals' 3 to 5 year deadlines.</p> <p>The student outcome goals, GPMs, constraints, CPMs, and targets have not been changed since either the monitoring calendar was adopted or 12 months has passed, whichever is longer.</p> <p>Of the total minutes spent in Board-authorized public meetings, no than fewer than 50% are invested in monitoring student outcome goals.</p>	






ACC2	The Board measures and communicates, but does not interfere in, progress toward the vision and student outcome goals.									
Please check the appropriate box. →	Not Meeting Focus 	0	Beginning Focus 	.5	Approaching Focus 	1	Meeting Focus 	4	Mastering Focus 	5
	<i>The Board is not demonstrating focus if any of the following conditions are true:</i>		<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>		<b>And...</b>		<b>And...</b>		<b>And...</b>	
	<p>Any individual Trustee does not know whether or not the District is in IR status and, if it is, for how long.</p> <p>Any individual Trustee does not know whether or not there are IR campuses and, if there are, how many.</p> <p>The Board does not schedule each student outcome goal to be monitored at least four times per year on its monitoring calendar.</p> <p>The Board does not schedule each constraint to be monitored at least once per year on its monitoring calendar.</p>		<p>The Board has been provided copies -- but did not vote to approve / disapprove -- of the Superintendent's plan(s) for implementing the Board's student outcome goals and ensured that the plan included both an implementation timeline and implementation fidelity measures.</p> <p>The most recent Board self-evaluation took place no more than 12 months ago using this instrument.</p> <p>The most recent Superintendent evaluation took place no more than 12 months ago.</p> <p>The most recent Board self-evaluation took place no more than 45 days prior to the most recent Superintendent evaluation.</p>		<p>The most recent Board self-evaluation evaluated the Board in part based on the results of student outcome goals.</p> <p>The most recent Superintendent evaluation evaluated the Superintendent in part based on the results of student outcome goals.</p> <p>All Trustees have completed a training that covered the state's accountability system and agree that they understand the system.</p> <p>The Board tracks the monthly cost of staff time spent on governance. This includes the time of any staff members spent preparing for, attending, and debriefing after meetings. This includes all Board-authorized meetings -- Board-authorized public meetings as well as all closed sessions and all hearings.</p>		<p>The Superintendent is evaluated on only the Board-adopted student outcomes goals and constraints, using data reported as scheduled via the Board's monitoring calendar.</p> <p>The Board considers Superintendent performance as indistinguishable from District performance.</p> <p>The Board created a self-constraint concerning the cost of staff time spent on governance.</p>		<p>The Board self-evaluates using this instrument quarterly.</p> <p>The Board modifies its student outcome goals, constraints, GPMs, constraints, CPMs, and monitoring calendar no more than once during any 12 month period.</p>	








## TEXAS FRAMEWORK: STRUCTURE

STR1		The Board delegates to the Superintendent full operational authority for accomplishing the vision and student outcome goals									
Please check the appropriate box. →		Not Meeting Focus ! 0	Beginning Focus 1	Approaching Focus 4	Meeting Focus 12	Mastering Focus 15					
		<i>The Board is not demonstrating focus if any of the following conditions are true:</i>	<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>	<i>And...</i>	<i>And...</i>	<i>And...</i>					
		Trustees did not receive the final version of the materials to be voted on at least three calendar days in advance of the Board-authorized public meeting during which the materials would be considered.	The Board tracks its use of time in Board-authorized public meetings on a minute-by-minute basis, identifying every minute used as either: <ul style="list-style-type: none"><li>• <b>Goal Setting:</b> setting student outcome goals, GPMs, and/or targets</li><li>• <b>Goal Monitoring:</b> monitoring student outcome goals, GPMs, and/or targets</li><li>• <b>Constraint Setting:</b> setting constraints, CPMs, and/or targets</li><li>• <b>Constraint Monitoring:</b> monitoring constraints, CPMs, and/or goals</li><li>• <b>Leadership Evaluation:</b> Board self-evaluations and Superintendent evaluations</li><li>• <b>Voting:</b> debating and voting on any item (these activities are never “monitoring”)</li><li>• <b>Community Engagement</b></li><li>• <b>Other</b></li></ul>	All <b>consent-eligible items</b> - including, but not limited to, personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, administrative reports that are not on the monitoring calendar, committee reports, enrollment updates, regular financial reports where financial activities remained within budgetary parameters, and etc -- were placed on the consent agenda and more than three quarters of the items were voted on using a consent agenda.  There are no more than 6 Board-authorized public meetings per month and none lasts more than 6 hours.  The Board limits its adoption of local policies regarding district operations to matters that are required by law or an appropriate exercise of the Board’s oversight authority as defined by the Board’s adopted constraints.	There are no more than 4 Board-authorized public meetings per month and none lasts more than 3 hours.  The Board schedules no more than 5 topics during any one Board-authorized public meeting.  The Board has reviewed its local policies and has voted to remove policies regarding district operations that are neither required by law nor an appropriate exercise of the Board’s oversight authority as defined by the Board’s adopted constraints. The review addressed operational directives in all “local” policies in the C through G series, any board-adopted “exhibit” policies, and any components unrelated to board operating procedures that may be in the B series.  All Trustees recognize that their first loyalty is owed to the community and the vision, not to staff.	There are no more than 3 Board-authorized public meetings per month and none lasts more than 2 hours.  The Board schedules no more than 3 primary topics for discussion during any one Board-authorized public meeting.  Trustees received the final version of the materials to be voted on at least seven calendar days in advance of the Board-authorized public meeting during which the materials would be considered.					



ADV1	The Board promotes the vision.									
Please check the appropriate box. →	<b>Not Meeting Focus</b> 	0	<b>Beginning Focus</b> 	1	<b>Approaching Focus</b> 	3	<b>Meeting Focus</b> 	9	<b>Mastering Focus</b> 	10
	<i>The Board is not demonstrating focus if any of the following conditions are true:</i>		<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>		<b>And...</b> The Board has hosted a community meeting to discuss progress toward student outcome goals at each IR campus during the previous 12 month period. [ Meetings to accomplish this objective do not count toward the total of Board-authorized public meetings or minutes. ]  The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals.		<b>And...</b> The Board has hosted and the Trustees have led at least one training on Lone Star Governance for its community during the previous 6 month period. [ Meetings to accomplish this objective do not count toward the total of Board-authorized public meetings or minutes. ]		<b>And...</b> Trustees included students in at least one of the Lone Star Governance trainings during the previous 12 month period.  All newly elected Trustees received training on Lone Star Governance prior to being elected.	
	The Board has not arranged for any community engagement activities (beyond public comments during regular meetings of the Board or statutorily required hearings) during the previous 12 month period.		The Board has a two-way communication system in place for routinely hearing the vision and values of its students.  The Board has a two-way communication system in place for routinely hearing the vision and values of its families, staff, and community members.							



UNI1	The Board works collaboratively with the Superintendent to lead the District toward the vision and student outcome goals									
Please check the appropriate box. →	<b>Not Meeting Focus</b> 	0	<b>Beginning Focus</b> 	1	<b>Approaching Focus</b> 	3	<b>Meeting Focus</b> 	9	<b>Mastering Focus</b> 	10
	<i>The Board is not demonstrating focus if any of the following conditions are true:</i>		<i>The Board is beginning the journey toward focus if all of the following conditions are true:</i>		<b>And...</b>		<b>And...</b>		<b>And...</b>	
	<p>The Board has not adopted policies that establish Board operating procedures.</p> <p>The Board was not able to achieve a quorum for at least two Board-authorized public meetings during the previous 3 month period.</p> <p>A Trustee voted on an item for which they had a conflict of interest, as defined by law, during the previous 3 month period.</p> <p>Trustees serve on committees formed by the Superintendent or staff.</p>		<p>Once annually the Board affirms that it has reviewed all policies governing Board operating procedures.</p> <p>The Board has a policy that contains a template Ethics &amp; Conflicts of Interest Statement and annually all Trustees have signed the statement.</p> <p>All Trustees understand that if the Board has committees, their role is to advise the Board, not to advise the staff.</p> <p>All Trustees understand that Board officers' role is to advise the Board, not to advise the staff.</p>		<p>Attendance for all Trustees at Board-authorized public meetings was over 70% during the previous 3 month period (if a Trustee has served for less than 3 months, use actual months of service instead).</p> <p>The Board was able to achieve a quorum at all Board-authorized public meetings during the previous 12 month period</p> <p>The Board has set the expectation that information provided by the Superintendent to one Trustee is provided to all.</p>		<p>Attendance for all Trustees at Board-authorized public meetings was equal to or greater than 80% during the previous 3 month period (if a Trustee has served for less than 3 months, use actual months of service instead).</p> <p>All Trustees have completed all statutorily required trainings.</p>		<p>The Board received a <b><i>certificate of completion</i></b> - all Trustees attended both days together with the Superintendent -- from TEA for the Lone Star Governance workshop.</p> <p>After the Board votes on any issue, all Trustees either support the outcome in comments to the media and on social media or they do not publicly criticize it.</p> <p>Each quarter, the Board unanimously agreed that all Trustees adhered to all policies governing Board operating procedures during the previous 3 month period.</p>	



# RECOMMENDED READING

## Online Resources

- **Texas Framework for School Board Development**, Texas State Board of Education
  - [http://tea.texas.gov/Texas\\_Schools/School\\_Boards/School\\_Board\\_Member\\_Training/Framework\\_for\\_School\\_Board\\_Development/](http://tea.texas.gov/Texas_Schools/School_Boards/School_Board_Member_Training/Framework_for_School_Board_Development/)
- **The Relationship Between School Board Governance Behaviors and Student Achievement**, Ivan J. Lorentzen
  - <http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2406&context=etd>
- **School District Leadership That Works**, J. Timothy Waters & Robert J. Marzano
  - [https://www.mcrel.org/wp-content/uploads/2016/03/McREL-research-paper\\_-Sept2006\\_District-Leadership-That-Works-Effect-of-Superintendent-Leadership-on-Student-Achievement-.pdf](https://www.mcrel.org/wp-content/uploads/2016/03/McREL-research-paper_-Sept2006_District-Leadership-That-Works-Effect-of-Superintendent-Leadership-on-Student-Achievement-.pdf)
- **The Impact of School Board Governance on Academic Achievement in Diverse States**, Michael Ford
  - <http://dc.uwm.edu/cgi/viewcontent.cgi?article=1334&context=etd>
- **The Role of School Boards in Improving Student Achievement**, Washington State School Directors' Association
  - <http://files.eric.ed.gov/fulltext/ED521566.pdf>
- **Eight Characteristics of Effective School Boards**, Center for Public Education
  - <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html>
- **Does School Board Leadership Matter?**, Arnold F. Shober & Michael T. Hartney
  - <https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Does-School-Board-Leadership-Matter-FINAL.pdf>

## Books

- **Improving School Board Effectiveness**, Thomas L. Alsbury & Phil Gore
- **What School Boards Can Do**, Donald R. McAdams
- **The 4 Disciplines of Execution**, Chris McChesney, Sean Covey, & Jim Huling
- **The Future of School Board Governance**, Thomas L. Alsbury
- **Boards That Make A Difference**, John Carver
- **Good To Great**, Jim Collins
- **The Fifth Discipline**, Peter M. Senge
- **Influencer**, Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan, & Al Switzler



# BOARD TIME USE TRACKER

Date\_\_\_\_\_

FRAMEWORK	TIME USE	NOTES	MINUTES	% OF TOTAL
Vision				
	Student Outcome Goals Setting			
	Student Outcome Goals Monitoring			
	Constraints Setting			
	Constraints Monitoring			
Accountability				
	Leadership Evaluation			
Structure				
	Voting			
Advocacy				
	Community Engagement			
Other				
	Other			
Total Vision-focused Minutes				
Total Minutes				

## QUARTERLY REPORT

Framework	Two Quarters Ago	Last Quarter	Points This Quarter	Next Quarter Goals	Total Points Possible
VIS1					15
VIS2					15
VIS3					10
VIS4					5
ACC1					15
ACC2					5
STR1					15
ADV1					10
UNI1					10
Total					100

## AFFIRMATIONS

By signing below, I affirm as a Trustee that this Lone Star Governance Quarterly Report is complete and accurate.

[illegible]



**End of Implementation  
Fidelity Instrument**

## SAMPLE AE (local)

This is not intended to be copy/pasted or adopted as written. This is only intended as one example of what a sample AE (local) could look like. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

<b>Mission</b>	Improving outcomes for all students by providing leadership, guidance, and support to schools
<b>Vision</b>	Every child, prepared for success in college, a career or the military
<b>Board's Role</b>	<p>The Board will:</p> <ol style="list-style-type: none"> <li>1. Ensure creation of a shared vision that promotes improved student outcomes. The Board accomplishes this by listening for the <b>vision</b> and values of the community and putting them in writing in the form of student outcome goals, Superintendent constraints, and Board constraints.</li> <li>2. Measure and communicate how well the vision is being accomplished. The Board accomplishes this by selecting the Superintendent, delegating to them the authority and responsibility for implementation of the Board's goals and constraints, considering and voting on their recommendations, and collectively ensuring <b>accountability</b> by monthly monitoring District performance to ensure that reality matches the vision and values.</li> <li>3. Provide guidance and direction for accomplishing the vision. The Board accomplishes this by creating <b>structure</b> for the District by clearly writing the Board's roles and responsibilities as distinct from the Superintendent's.</li> <li>4. Works with the superintendent to lead the District toward the vision. The Board accomplishes this by behaving in a manner that demonstrates the <b>unity</b> of the Board and the District.</li> <li>5. Promote the vision. The Board accomplishes this by providing <b>advocacy</b> for students, families, staff, and stakeholders.</li> </ol> <p>The Board is obligated to comply with Texas Education Code and will make every effort to do so in a manner that does not deviate from the five aforementioned roles.</p>

<b>Superintendent's Role</b>	<p>The Superintendent will be the sole delegatory (excluding the Internal Auditor) and connection between the Board/Trustees and all aspects of the District -- including, but not limited to, its staff, volunteers, and contractors -- responsible for accomplishing the Board's student outcome goals while not violating the Board's constraints. The Board fully delegates to the Superintendent all authority to craft District operational policies via Administrative Regulations. The Board is committed to avoiding the adoption or continuation of Board-level policies that are operational in nature, and as such will take necessary steps to remove District operational directives in all policies in the C-G Local Policy series (and any District operational components of B Local Policies) except those which the Board is forbidden by law from delegating to the Superintendent.</p>
<b>Board's Student Outcome Goals for the Superintendent</b>	<p>The Board defines, "Improving outcomes for all students" as meaning that:</p> <ol style="list-style-type: none"> <li>1. Students who exhibit Satisfactory or above performance on State assessments or, if they are below Satisfactory performance, who demonstrate more than 1 year of academic growth will increase in percentage from X% to Y% by Z</li> <li>2. The achievement gap by race, ethnicity and socioeconomic status will decrease from X% to Y% on multiple academic measures by Z</li> <li>3. Y% of graduates will have qualifying scores for community college, college, military, or industry certification -- an increase from X% -- by Z</li> <li>4. Y% of entering kindergarten students are school-ready on a multidimensional assessment by Z -- up from X%</li> <li>5. The percent of students at underperforming campuses who meet or exceed standard will increase from X% to Y% by Z</li> </ol> <p>The Superintendent will interpret and implement the Board's student outcome goals and, in consultation with the Board, select goal progress measures (GPMs) for each student outcome goal (AE (exhibit)). Any school year where the Board's student outcome goals are not met, the District will make reasonable growth toward the student outcome goals.</p>

<b>Board's Constraints for the Superintendent</b>	<p>While in pursuit of the Board's student outcome goals, the Superintendent will not allow:</p> <ol style="list-style-type: none"> <li>1. The District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes</li> <li>2. Underperforming campuses to have inequitable access to experienced and effective staff</li> <li>3. Teacher attendance at underperforming campuses to drop below 95%</li> <li>4. The District to be fiscally unsound</li> <li>5. A negative student experience</li> </ol> <p>The Superintendent will interpret the Board's constraints and, in consultation with the Board, select constraint progress measures (CPMs) for each constraint (AE (exhibit)).</p>
<b>Board's Constraints for the Board</b>	<p>While operating within the Board's role as defined above and as described in the Board's operating manual, the Board will not allow:</p> <ul style="list-style-type: none"> <li>• The Board to make modifications, additions, or subtractions to policy AE more than once per year</li> <li>• The Board collectively or Trustees individually to perform or appear to perform any of the roles delegated to the Superintendent</li> <li>• The Board collectively or Trustees individually to violate Board policy AE</li> <li>• The Board to be without Board operating policies that all Trustees are accountable for following</li> </ul>
<b>Board Self Evaluation</b>	<p>The Board will conduct formative self evaluations at least quarterly and a summative evaluation annually within the 45 day period prior to conducting the annual Superintendent evaluation. The Board will self evaluate using the Implementation Fidelity Instrument.</p>
<b>Superintendent Evaluation</b>	<p>The Board will evaluate the Superintendent annually based on the District's achievement of the Board's student outcome goals and the District's compliance with the Board's constraints. Accomplishment of at least 80% of the adopted progress measures' annual targets will be the automatic indicator of success; below that threshold, the Board's judgment will be the indicator of success.</p>

## SAMPLE AE (exhibit)

This is not intended to be copied and pasted. This is only intended as one example of what a revised AE (exhibit) could look like. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

### Sample Student Outcome Goals & Goal Progress Measures

<b>G1. Students who exhibit Satisfactory or above performance on State assessments or, if they are below Satisfactory performance, who demonstrate more than 1 year of academic growth will increase in percentage from X% to Y% by Z</b>
<ol style="list-style-type: none"> <li>1. Percent of students who meet the standard on the state exams will increase from X% to Y% by Z</li> <li>2. Percent of students who meet the STAAR Progress Measure on the state exams will increase from X% to Y% by Z</li> <li>3. Percent of students who exceed the STAAR Progress Measure on state exams will increase from X% to Y% by Z</li> </ol>
<b>G2. The achievement gap by race, ethnicity and socioeconomic status will decrease from X% to Y% on multiple academic measures by Z</b>
<ol style="list-style-type: none"> <li>1. STAAR gap: State White vs. District African American and Hispanic will decrease from X% to Y% by Z</li> <li>2. STARR gap: State non-Economically Disadvantaged vs. District Economically Disadvantaged will decrease from X% to Y% by Z</li> <li>3. Difference between the percent of all ISD students in AP courses and the percent of African-American and Hispanic students in AP courses will decrease from X% to Y% by Z</li> </ol>
<b>G3. Y% of graduates will have qualifying scores for college, military, or industry certification -- an increase from X% -- by Z</b>
<ol style="list-style-type: none"> <li>1. Percent of HS students graduating in four years will increase from X% to Y% by Z</li> <li>2. Percent of the original 9th grade cohort of students who stay on track to graduate throughout their HS career will increase from X% to Y% by Z</li> <li>3. Percent of graduates who have earned any one of the following: "college credit qualifying" score on the AP, SAT, ACT, TSI, or military ASVAB exams, or received an industry certification will increase from X% to Y% by Z</li> </ol>

**G4. Y% of entering kindergarten students are school-ready on a multidimensional assessment by Z -- up from X%**

1. Percent of kindergarten students who attended PreK classrooms who meet the “school ready” standard, disaggregated by District-sponsored PreK programs, PreK programs operated by other entities and students who did not attend PreK will increase from X% to Y% by Z
2. Percent of PreK students making growth/progress on the District’s assessment will increase from X% to Y% by Z

**G5. The percent of students at underperforming campuses who meet or exceed standard will increase from X% to Y% by Z**

1. Percent of students at underperforming campuses growing at least 1.5 grade levels per year will increase from X% to Y% by Z
2. Percent of the total student population at underperforming HS campuses who scored a 3 or better on an AP course will increase from X% to Y% by Z

**Sample Constraints & Constraint Progress Measures****C1. Do not allow the District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes**

1. Percentage of principal survey responses indicating they were able to select every member of their staff will increase from X% to Y% by Z

**C2. Do not allow underperforming campuses to have inequitable access to experienced and effective staff**

1. Percent of principals at underperforming schools whose performance evaluations place them in the bottom half of all principals in the district will decrease from X% to Y% by Z
2. Percent of teachers at underperforming schools whose performance evaluations place them in the bottom half of all teachers in the district will decrease from X% to Y% by Z
3. Percent of 1st year principals or 1st year teachers at underperforming campuses will decrease from X% to Y% by Z



**C3. Do not allow teacher attendance at underperforming campuses to drop below 95%**

1. Percent of teachers reporting they have “adequate preparation time” on annual teacher survey will increase from X% to Y% by Z
2. Percent of teachers reporting they “feel very safe” in their school will increase from X% to Y% by Z
3. Percent of teachers at underperforming schools whose performance evaluations place them in the top quartile of all teachers in the district will increase from X% to Y% by Z

**C4. Do not allow the District to be fiscally unsound**

1. Funds balance will [ increase/decrease ] by no more than \$X over/under \$Y by Z
2. Number of material weaknesses on the annual audit will decrease from X to Y by Z
3. Number of deficiencies on the annual audit will decrease from X to Y by Z

**C5. Do not allow a negative, unfair, or unsafe student experience**

1. Percent of students in out-of-school suspension or removed to alternative setting will decrease from X% to Y% by Z
2. Percent of students taught by a substitute teacher in a classroom with a vacancy for more than 20 days will decrease from X% to Y% by Z
3. Percent of students responding positively to student survey about whether they are “feeling supported” will increase from X% to Y% by Z

### Sample Monitoring Calendar

Month	1st Meeting of the Month (1 of 2 hours)	2nd Meeting of the Month (1 of 2 hours)
January	G2/G5 -- Gap Focus	G4/G5 -- Gap Focus
February	G3 -- On Track Focus	G3 -- CCR Focus
March	G4 -- Early Literacy Focus	G4 -- Early Numeracy Focus
April	G5 -- Growth Focus (K-8)	G5 -- Growth Focus (9-12)
May	G3 -- On Track Focus	G3 -- CCR Focus
June	G4 -- School Readiness Focus (P3)	G4 -- School Readiness Focus (P4)
August	G1/G2 -- Literacy/Reading Focus (3-12)	G1/G2 -- Literacy/Reading Focus (PreK-2)
September	G1/G2 -- Math Focus (K-5, 9-12)	G1/G2 -- Math Focus (6-8)
October	G1/G2 -- Science Focus (K-8)	G1/G2 -- Science Focus (9-12)
November	G1/G2 -- Social Studies Focus (K-8)	G1/G2 -- Social Studies Focus (9-12)
December	G5 -- AP Focus	G5 -- On Track Focus

## Sample Student Outcome Goals, Constraints, & Progress Measures

These are not intended to be copied and pasted. They are only intended as examples of what goals, constraints, and/or their progress measures could look like. The items below are modified from actual Districts in Texas. For shorthand below, X represents baselines, Y represents targets, and Z represents deadlines.

### Student Outcome Goals & Goal Progress Measures

- All students will exhibit Satisfactory or above performance on State assessments, and students below Satisfactory performance will demonstrate more than 1 year of academic growth, up from X%, by Z
- The achievement gap by race, ethnicity and socioeconomic status will decline from X and be no greater than Y percentage points on all academic measures by Z
- Y% of students will graduate with qualifying scores for community college, college, military, or industry certification by Z, up from X%
- All entering kindergarten students will be school-ready on a multidimensional assessment by Z; X is the current percentage
- All students, instead of the current X%, will participate in at least one extracurricular or co-curricular activity each year by Z
- Percent of students who meet the standard on the state exams will increase from X% to Y% by Z
- Percent of students who meet the STAAR Progress Measure on the state exams will increase from X% to Y% by Z
- Percent of students who exceed the STAAR Progress Measure on state exams will increase from X% to Y% by Z
- Percent of students who meet standard or exceeded the STAAR Progress Measure on state exams will increase from X% to Y% by Z
- Percent of students who did not meet standard and did not Exceed STAAR Progress Measure on the state exams will decrease from X% to Y% by Z
- STAAR gap: State White vs. District African American will decrease from X% to Y% by Z
- STAAR gap: State White vs. District Hispanic will decrease from X% to Y% by Z
- STAAR gap: District Hispanic vs. District African American will decrease from X% to Y% by Z
- STAAR gap: State Economically Disadvantaged vs. District Economically Disadvantaged will decrease from X% to Y% by Z
- STARR gap: State non-Economically Disadvantaged vs. District Economically Disadvantaged will decrease from X% to Y% by Z

- Percent of HS students graduating in four years will increase from X% to Y% by Z
- Percent of the original 9th grade cohort of students who stay on track to graduate throughout their HS career will increase from X% to Y% by Z
- Percent of graduates who have earned any one of the following: “college credit qualifying” score on the AP, SAT, ACT, TSI, or military ASVAB exams, or received an industry certification will increase from X% to Y% by Z
- Percent of HS students (disaggregated for African American, Hispanic and economically disadvantaged groups) participating in AP, CTE courses/certifications and other rigorous courses will increase from X% to Y% by Z
- Percent of kindergarten students who attended District PreK classrooms who meet the “school ready” standard, disaggregated by District-sponsored PreK programs, PreK programs operated by other entities and students who did not attend PreK will increase from X% to Y% by Z
- Percent of students reading on or above grade level (iStation) will increase from X% to Y% by Z
- Percent of students who did not meet PSR but exceeded one year's growth in Reading will increase from X% to Y% by Z
- Percent of students who did not meet PSR but exceeded one year's growth in Writing will increase from X% to Y% by Z
- Percent of students who did not meet PSR but exceeded one year's growth in Math will increase from X% to Y% by Z
- Percent of 12th graders demonstrating proficiency on a capstone project will increase from X% to Y% by Z
- Percent of Distinguished Level Graduates will increase from X% to Y% by Z
- Percent of high school students participating in community service will increase from X% to Y% by Z
- Percent of annual graduates completing a 4th year of high school math will increase from X% to Y% by Z
- NAEP gap: District White v. African American, Hispanic in 4th grade Reading Proficient will decrease from X% to Y% by Z
- NAEP gap: District White v. African American, Hispanic in 8th grade Math Proficient will decrease from X% to Y% by Z

### Sample Constraints & Constraint Progress Measures

- The Superintendent will not allow teacher attendance at underperforming campuses to drop below 95%
- The Superintendent will not allow the District to be fiscally unsound
- The Superintendent will not allow a negative student experience
- The Superintendent will not allow the District to undermine the authority and autonomy of individual schools to implement changes designed to improve student outcomes

- The Superintendent will not allow underperforming campuses to have inequitable access to experienced and effective staff
- Difference between the percent of all students in AP courses and the percent of African-American students in AP courses will decrease from X% to Y% by Z
- Difference between the percent of all ISD students in AP courses and the percent of Hispanic students in AP courses will decrease from X% to Y% by Z
- Number of TEA or District program review exceptions will decrease from X% to Y% by Z
- Number of TEA or District audit exceptions will decrease from X% to Y% by Z
- Number of major state and local test security violations will decrease from X% to Y% by Z
- Number of student privacy violations will decrease from X% to Y% by Z
- Fund balance ratio (percent of overall budget represented by the fund balance) will decrease/increase from X% to Y% by Z
- Unrestricted fund balance ratio will decrease/increase from X% to Y% by Z
- Percent of budget representing use of reserve funds to balance budget will decrease from X% to Y% by Z
- Percentage variance between final budget and actual will decrease from X% to Y% by Z
- Number of years since qualified opinion on audit report will increase from X to Y by Z
- Percent of PreK students (disaggregated by 3 and 4 year olds) enrolled in district classrooms will increase from X% to Y% by Z
- Percent of PreK students (disaggregated by 3 and 4 year olds) enrolled in partnership classrooms will increase from X% to Y% by Z
- Annual percent of Distinguished Teachers retained will increase from X% to Y% by Z
- Annual staff retention rate of Proficient I and higher teachers will increase from X% to Y% by Z
- Percent positive ratings on climate survey about the “direction of the district” will increase from X% to Y% by Z
- Percent positive ratings on climate survey about the “direction of the campus” will increase from X% to Y% by Z
- Staff attendance rate will increase from X% to Y% by Z
- Percent of new hires citing ISD initiatives as reason for coming to the district will increase from X% to Y% by Z
- Percent of Proficient I and higher-rated teachers leaving the district due to dissatisfaction with district policies/working conditions will decrease from X% to Y% by Z

- Percent of students participating in extracurricular activities by elementary, middle and high school will increase from X% to Y% by Z
- Percent of students absent for more than 10% of the days in a semester will decrease from X% to Y% by Z
- Percent of students in out-of-school suspension or removed to alternative setting will decrease from X% to Y% by Z
- Percent of students taught by a non-certified substitute teacher in a classroom with a vacancy for more than 20 days in semester one or 35 days in semester 2 will decrease from X% to Y% by Z
- Percent of students responding positively to student survey about whether they are “feeling supported” will increase from X% to Y% by Z
- Percent of elementary students participating in at least one co-curricular activity will increase from X% to Y% by Z
- Percentage of principal survey responses indicating they were able to select every member of their staff will increase from X% to Y% by Z
- Percent of IR campuses with a Proficient 1 and above principal will increase from X% to Y% by Z
- Percent of Proficient I and above teachers at IR campuses will increase from X% to Y% by Z
- Percent of MBE and WBE participation in all district contracts will increase from X% to Y% by Z
- Difference between the percent of African-American/Hispanic students and the percent of African-American/Hispanic staff will decrease from X% to Y% by Z
- Difference between the median salary including benefits for the District vs surrounding districts will decrease from X% to Y% by Z
- Percent of parents who feel their involvement is welcome will increase from X% to Y% by Z
- Percent of parents who feel they are treated courteously by teachers will increase from X% to Y% by Z
- Percent and number of schools with active parent organizations will increase from X% to Y% by Z
- Number of PEIMS ID errors and Under-Reports will decrease from X to Y by Z

## Sample Superintendent Evaluation Template

Because Superintendent performance is considered indistinguishable from District performance, the Superintendent's annual evaluation is simply the amalgam of all monthly monitoring reports. A goal or constraint is considered met if at least 2/3rds of the respective goal progress measure (GPM) or constraint progress measure (CPM) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met.

### Student Outcome Goals Scorecard

Student Outcome Goal #1:			
GPM #1.1: (target/actual)	GPM #1.2: (target/actual)	GPM #1.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #2:			
GPM #2.1: (target/actual)	GPM #2.2: (target/actual)	GPM #2.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #3:			
GPM #3.1: (target/actual)	GPM #3.2: (target/actual)	GPM #3.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #4:			
GPM #4.1: (target/actual)	GPM #4.2: (target/actual)	GPM #4.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #5:			
GPM #5.1: (target/actual)	GPM #5.2: (target/actual)	GPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance
% of All GPMs That Met Target

### Constraints Scorecard

Constraint #1:			
CPM #1.1: (target/actual)	CPM #1.2: (target/actual)	CPM #1.3: (target/actual)	% of GPMs That Met Target



Constraint #2:			
CPM #2.1: (target/actual)	CPM #2.2: (target/actual)	CPM #2.3: (target/actual)	% of GPMs That Met Target

Constraint #3:			
CPM #3.1: (target/actual)	CPM #3.2: (target/actual)	CPM #3.3: (target/actual)	% of GPMs That Met Target

Constraint #4:			
CPM #4.1: (target/actual)	CPM #4.2: (target/actual)	CPM #4.3: (target/actual)	% of GPMs That Met Target

Constraint #5:			
CPM #5.1: (target/actual)	CPM #5.2: (target/actual)	CPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance
% of All CPMs That Met Target

## Sample Governance Staff Cost Template

Title	Average Monthly Hours Preparing	Average Monthly Hours Attending	Average Monthly Hours Debriefing	Hourly Rate (Total Annual Compensation / 2080 Hours)	Total Hours * Hourly Rate
Superintendent					
Cabinet Members					

Non-Cabinet Central Office Staff					
Totals					

## Workshop Pre Evaluation

### Pre Evaluation

1) How proficient are you at distinguishing between educational inputs, outputs, and outcomes?				
<b>1</b> Not at all proficient	<b>2</b> Somewhat proficient	<b>3</b>	<b>4</b> Proficient	<b>5</b> Very Proficient

2) How often do you want your board to review and discuss the measurable results of the Board's annual student performance goals?				
<b>1</b> Not At All Often (once per year)	<b>2</b> Somewhat Often (twice per year)	<b>3</b> (quarterly)	<b>4</b> Often (every other month)	<b>5</b> Very Often (monthly)

3) How useful do you expect this workshop to be?				
<b>1</b> Not At All Useful	<b>2</b> Somewhat Useful	<b>3</b>	<b>4</b> Useful	<b>5</b> Very Useful

4) How proficient are you with setting key performance indicator targets for student outcome goals?				
<b>1</b> Not at all proficient	<b>2</b> Somewhat proficient	<b>3</b>	<b>4</b> Proficient	<b>5</b> Very Proficient

5) How likely are you to recommend this workshop to other Trustees and Superintendents?				
<b>1</b> Not At All likely	<b>2</b> Somewhat Likely	<b>3</b>	<b>4</b> Likely	<b>5</b> Very Likely

## Workshop Post Evaluation

### Post Evaluation

1) How proficient are you at distinguishing between inputs, outputs, and outcomes?				
<b>1</b> Not at all proficient	<b>2</b> Somewhat proficient	<b>3</b>	<b>4</b> Proficient	<b>5</b> Very Proficient

2) How often do you want your board to review and discuss the measurable results of the Board's annual student performance goals?				
<b>1</b> Not At All Often (once per year)	<b>2</b> Somewhat Often (twice per year)	<b>3</b> (quarterly)	<b>4</b> Often (every other month)	<b>5</b> Very Often (monthly)

3) How useful was this workshop to you?				
<b>1</b> Not At All Useful	<b>2</b> Somewhat Useful	<b>3</b>	<b>4</b> Useful	<b>5</b> Very Useful

4) How proficient are you with setting key performance indicator targets for student outcome goals?				
<b>1</b> Not at all proficient	<b>2</b> Somewhat proficient	<b>3</b>	<b>4</b> Proficient	<b>5</b> Very Proficient

5) How likely are you to recommend this workshop to other Trustees and Superintendents?				
<b>1</b> Not At All likely	<b>2</b> Somewhat Likely	<b>3</b>	<b>4</b> Likely	<b>5</b> Very Likely

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## Continuous Improvement for Governing Teams

